



## SELF-ESTEEM AMONG ADOLESCENTS IN RELATION TO THEIR RESILIENCE

**Dr. Jasraj Kaur**

Associate Professor, Dept. of Education and C.S., Punjabi University Patiala

**Kamaljeet Kaur**

Research Scholar, Dept. of Education and C.S., Punjabi University Patiala.

### ABSTRACT

*Adolescence, the period of transition from childhood to adulthood, is a critical period of human development. Nurmi (2001) viewed adolescence as a distinct period of adjustment in which a teenager has to face rapid physical, cognitive and social changes. Present paper is an attempt to study self-esteem among adolescents in relation to their resilience. Self-esteem reflects a person's overall emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward the self. Resilience refers to the ability to bounce back and overcome the stress or successful adaptation to the challenging and threatening circumstances/ environment. A sample of 200 adolescents has been selected randomly from senior secondary schools of Barnala district of Punjab in which 100 are male and 100 are female. Significance of the difference and correlation are used to find out the results. Findings of the present study reveal that there are significant gender differences in self-esteem among adolescents. Self-esteem is positively related with resilience of adolescents.*

### KEYWORDS

*self-esteem, resilience, adolescents.*

### Introduction

Adolescence, the period of transition from childhood to adulthood, is a critical period of human development. An adolescent struggles with the developmental tasks of establishing an identity, accepting changes in physical characteristics, learning skills for a healthy lifestyle and separating from family. Adolescence is a period of plasticity and therefore has the potential for change. Hurlock (1973) viewed that adolescence is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically. Nurmi (2001) defined adolescence as a distinct period of adjustment in which a teenager has to face rapid physical, cognitive and social changes. In the changing scenario, there are increasing pressures and challenges for adolescents. They need to deal with considerable changes in their lives to meet the requirements of time.

Self-esteem reflects a person's overall emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward the self. Self-esteem means a favourable opinion of oneself. Stotland (1961) described self-esteem as an individual's evaluation of his own worth and attributes and an individual's self-esteem affects the evaluation he places on his performance in a particular situation and proposed that individual with high self-esteem may react with expectations of success while those with low self-esteem may have expectations of failure.

Self-esteem is frequently described in terms of evaluative attitudes. Rosenberg (1965) defined self-esteem as a positive or negative orientation towards oneself and evaluation towards self-worth. Coopersmith (1967) defined self-esteem as an evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. Malbi and Reasoner (2000) also defined self-esteem as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Self-esteem is essentially one's feeling of self-competence and self-worth.

Resilience is the capacity to face challenges and to become somehow more capable despite adverse experiences. Grotberg (2000) defined resilience as a universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity. A child's individual genetic make-up and temperament are fundamental to whether he or she will be resilient. Masten (2001) defined resilience as a process rather than a fixed constitutional attribute, influenced by everyday decisions.

According to this interpretation, resilience is conceptualized as a protective mechanism that modifies an individual's response to risk situations and operates at critical points during one's life. Luther and Zelazo (2003) viewed that people who display resilient adaptation become stronger by learning new skills, developing creative ways of coping and meeting and overcoming life's challenges.

### Objectives of the study

- To study self-esteem among adolescents in relation to their gender.
- To study the relationship between self-esteem and resilience among adolescents.

### Hypotheses of the study

- There will be no significant difference in self-esteem of adolescents in relation to their gender.
- There will be no significant relationship between self-esteem and resilience of adolescents.

### Tool Used

In order to collect the data for the present investigation, following tools are employed:

#### • Coopersmith Self-Esteem Inventory (1981)

Coopersmith Self-esteem Inventory (1981) was designed by Stanley Coopersmith, a behavioral psychologist, to measure attitudes towards the self in social, academic, family and personal areas of experience. The adult form of the self-esteem inventory is designed to be used with persons aged sixteen and above. It consists of twenty-five items adapted from the School Short Form.

#### • Resilience Scale (1993)

The 25-item Resilience Scale (RS) measures the degree of individual resilience, considered to be a positive personality characteristic that increases an individual's adaptation (Wagnild and Young, 1993).

### Sample

The population of the study is comprised of adolescents studying in 10+1 and 10+2 classes of Punjab. To collect the sample for the study Barnala district of Punjab was selected. The sample included 200 adolescents having 100 male and 100 female students.

### Statistical Analysis

Significance of the difference (t-test) and correlation have been used in the present study for the statistical analysis of the data.

## Results

The results of the study are as followed:

- **Comparison of Self-esteem Scores among Adolescents in Relation to their Gender**

The mean score of Self-esteem among male and female adolescents along with standard deviation and t-value is given in table 1.

**Table 1**  
**Comparison of Self-esteem Scores among Adolescents in Relation to their Gender**

Gender	N	Mean	SD	t-value
Male	100	51.94	11.74	2.75*
Female	100	56.76	13.03	

\*Significant at 0.01 level.

It is clear from the table that mean score of self-esteem of male adolescents is 51.94 (SD=11.74) as compared to mean score of self-esteem of female adolescents which is 56.76 (SD=13.03). The t-value testing the significance of mean difference of self-esteem of male and female adolescents is 2.75 which is significant at 0.01 level. This shows that male and female adolescents differ significantly in self-esteem.

- **Relationship between Self-esteem and Resilience of Adolescents**

The relationship between self-esteem and resilience of adolescents is shown in table 2.

**Table 2**  
**Correlation of Self-Esteem with Resilience of Adolescents (N=200)**

Variables	Coefficient of Correlation
Self-esteem	0.34*
Resilience	

\*Significant at 0.01 level.

The correlation value between self-esteem and resilience is 0.34 that is significant at the level 0.01. The result indicated that self-esteem is positively related with resilience of adolescents.

## Conclusions

It is clear from the results of the present study that there are significant gender differences in self-esteem of adolescents. The results also revealed that female adolescents scored higher on self-esteem inventory. This may be because girls are becoming more independent in their personal and social choices, are receiving same quality of education and treatment that have risen in their levels of self-esteem. Self-esteem is positively related with resilience of adolescents. Thus both the hypotheses are rejected.

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